

LATIN NOTES

Published by the SERVICE BUREAU FOR CLASSICAL TEACHERS at New York University, Washington Square East, New York City. Maintained by the AMERICAN CLASSICAL LEAGUE. October to May. Price of Subscription, \$1.00 with Membership in the LEAGUE

Entered as second class matter March 20, 1924 at the post office at New York, N. Y., under the Act of March 3, 1879

Address communications to FRANCES E. SABIN, Director of the Bureau

Issued in the interests of the teachers of Secondary Latin and Greek

Associate Editors: Dr. Lillian B. Lawler, Dr. Margaret Y. Henry, Claire C. Thursby, Harry Wedeck, John F. Gummere,
Dr. Helen W. Cole

Vol. VIII

January, 1931

No. 4



ONE OF THE ROOMS IN THE SERVICE BUREAU FOR CLASSICAL TEACHERS
NOW LOCATED AT NEW YORK UNIVERSITY, WASHINGTON SQUARE EAST, NEW YORK CITY.

In addition to the room shown above, the Bureau has a stock room of the same size and two offices. File cases furnish ample room for the material at hand for study by visiting students and teachers, and book shelves hold in classified form a sample classical library for the average secondary school. Fourteen tables make the place very convenient for those who wish to take notes on any phase of Latin Study, and the western end of the room, overlooking Washington Square, provides space for meetings of committees and even faculties from the various Colleges of the University who are interested either in coöoperating with the director along lines of language study, Roman life and classical civilization in general, or in using the plan of the Bureau as a pattern for a similar organization in other departments.

HELPING PUPILS TO PASS

Editor's Comment: The success of the attempt to secure better work through such a plan for coöperation as is indicated by the material that follows (given out to every pupil in the class) was strikingly apparent to the visitor of two freshman Latin classes conducted by CHARLES A. TONSOR of the Boys' High School in Brooklyn a few days ago. Failure to recite at all or a poor recitation was at once accounted for by referring to certain numbers under II which the pupil himself often gave in the way of explanation.

Number III is a Service Bureau item which is printed here because of its similarity to the general thought of Number II.

I. What We are Trying to Do for You in Latin

Our object is to set before you subject matter which in the hands of the average teacher will accomplish desirable results. It aims:

1. To develop your power of accurate observation, primarily through the use of language. In this we differ from the science departments which try to do the same thing through objects. Both types of work are required in life.
2. To train you to make a systematic and accurate record of your observation, or to copy your observations in a well-kept notebook.
3. To train you in drawing conclusions and formulating general rules from the observed facts of language.
4. To train you to test and apply your formulae.
5. To give you a more effective control of the English language.
6. To introduce you to the Latin masters of language as an expression of thought.
7. To introduce you to the foundations of modern civilization.
8. To develop in you certain habits which are considered prerequisite in the learned professions:
 - a. The habit of basing conclusions on facts rather than on prejudice.
 - b. The readiness to change opinion when facts demand it.
 - c. The habit of resorting to analysis when facing complex problems or situations.
 - d. The habit of searching for truth (desire to know truth).
 - e. The habit of recognizing beauty of form and structure in language, and the desire to use it yourself.
 - f. The habit of testing opinions before acceptance.
 - g. The habit of searching for the cause behind every effect.
 - h. The habit of further investigation in the classics.

We can *try* to do this; we *cannot, however, accomplish* this for you. We can show you *how* to do it; you must do it for yourself. Every assignment is trying to teach you one of these aims. It is trying to get you to observe the endings of nouns: it is trying to get you to apply that observation by adding those endings to the nouns in the proper fashion. The same is true of verbs.

Every time that you do not work conscientiously on your lesson you are depriving yourself of instruction. The penalty is not the displeasure of your teacher, but blasted hopes when you try to enter medical school, law school, etc., or when the state examinations reject you as unfit for medicine, law, etc., after you have spent hundreds of dollars and wasted more precious hundreds of minutes.

II. Why Latin Students Fail to Pass Their Course

1. Lack of appreciation of what teachers are trying to do for the pupil.
2. Dislike of a particular teacher because he does not *baby* the pupil.
3. Overdevotion to play—of the “bottle and rattle” type.
4. Spending time on trashy literature.
5. Spending time in aimless movies.
6. Having a limited vocabulary of English words.
7. Having a limited knowledge of English syntax.
8. Careless habits in the use of English.
9. Proneness to waste time in gossip with neighbors.
10. Hoping that teacher or pupil will supply information.
11. Borrowing the work of others.
12. Trying to copy the work of others in class. *Learn thru your mistakes.*
13. Closing the mind to the question asked by the teacher.
14. Responding before the question is asked.
15. Responding without framing the reply first in the mind.
16. Failure to study systematically. *Plan your work.*
17. Rushing thru home work without checking up the text book.
18. Failure to use the dictionary to get an understanding of the text.
19. Memorizing where thought is required.
20. Hanging out with low grade friends.
21. Having no interest in school.
22. Failure to set some profession or activity as a life work.
23. Refusal to observe.
24. Absence; failure to make this up properly.
25. Self-punishment because of having slighted work of previous term.
26. Too much haste. *Remember the hare and the tortoise.*
27. Worrying about the next period instead of concentrating on present.
28. Day dreaming; playing with pencil, drawing sketches, etc.
29. FAILURE TO PAY STRICT ATTENTION WHEN OTHERS ARE RECITING.
30. FAILURE TO ASK FOR EXPLANATION OF POINTS THAT ARE NOT CLEAR.
31. LOOKING UPON THE TEACHER AS A TASKMASTER, NOT AS A FRIEND.
32. FAILURE TO CONCENTRATE ON THOSE ELEMENTS IN WHICH THE PUPIL IS WEAK.

This sheet is given you to help you help yourself. If you are failing in Latin, write on a sheet in your home work book those reasons which you think apply to you. Then ask your teacher and your parents to help you, and try to help yourself. This, after all, is the real solution.

Of course there may be reasons that apply to you alone. You may have difficulty in hearing, or seeing. You may not have been called upon with sufficient frequency. If there is any reason other than those listed here, write it out and give it to your teacher. He will be only too glad to help you.

Possible Reasons for My Low Mark in Latin

Note to the Pupil:

If you are not satisfied with your mark in Latin, look over the following points to see whether your difficulty may not perhaps be due to one or several of

these causes. Put a check before those that you recognize as probable reasons for your poor results in class.

Name.....

1. I do not put enough time on the lesson nor do I make sufficient effort. I want high marks, but I do not want them enough to make any real sacrifice to get them.

2. I put enough time on the work but I do not know how to concentrate my mind when I am studying. I allow my thoughts to go to other things and so I am not *really* studying Latin all the time I am at it.

3. I study when my mind is tired and so I often put much time on my lesson without getting any good results.

4. I never come to ask the teacher any questions about difficulties but trust to luck that I won't be asked to recite on that special point. So I allow a large number of things to accumulate which I don't understand. Soon I am overwhelmed with them.

5. I am often absent and never make up the work I have missed unless the teacher asks me to do it. I assume no responsibility in this respect.

6. I am not always reliable about keeping my appointments or handing in papers.

7. I almost never do anything I am not obliged to do in the way of my Latin. I have no initiative in the way of looking up outside matters which the teacher suggests as an interesting part of the work for those who wish to do it.

8. I can't find a quiet place at home to study.

9. I do not use good business sense about such matters as bringing my assignment book, or finding out what the lesson is when I have lost mine. I sometimes present very foolish excuses in this respect for not having my lesson.

10. I do not exercise very much self control in class. Very frequently I give the answer when some one else is reciting although I do not mean to do this.

11. I have too much work to do.

12. Perhaps I am engaged in too many activities outside of my school work.

13. I have no regular time set aside for Latin, but get it in when I can, usually after I have finished my other work.

14. I like to study with some one else. It is easier because when I do not know how to do it the other person often tells me. Perhaps I am depending on him to get my lesson for me and am not really learning how to work it out myself.

SERVICE BUREAU FOR CLASSICAL TEACHERS, Item 17

ANNOUNCEMENTS

Pictures for Sale

Plates have been made of scenes from the places listed below and within the next month paper prints will be ready for sale at a few cents each. Exact titles will be attached as well as the names of the persons who contributed the photographs for use in making the plates.

The size of the pictures will vary, but in general it will conform to the cuts appearing in Section II of the October Notes. It is hoped that later additions will deal with views of Rome and such scenes as will contribute to the high school pupil's knowledge of Roman life. Pictures which have appeared in the publications of the American Classical League and the Service Bureau will be included.

Aetna (Mt.)	Mantua	Sabine Farm
Argos	Marathon	Sylla and Charybdis
Athens	Mincio (River)	(View from the Sea)
Carthage	Mycenae	Segesta
Corinth	Mytilene	Syracuse
Crete	Naples	Taormina
Cumae	Olympia	Tempe (Vale of)
Delos	Ostia	Tiber River
Delphi	Paestum	Tivoli
Eryx (Mt.)	Pompeii	Trasimenus (Lake)
Ithaca	Rome	Troy
		Villa of Hadrian

AMERICAN CLASSICAL LEAGUE PUBLICATIONS

VERGILIAN MAP

In five colors, size 24" by 36", showing the Wanderings of Aeneas. This beautiful map has been issued in connection with the Bimillennium Vergilianum, the great celebration which the League is fostering in honor of the poet Vergil. It is suitable for framing and will be a useful ornament in any Latin school room. \$1.00 postpaid.

ROBA D'ITALIA

Professor George Meason Whicher has just published ROBA D'ITALIA, a volume of poems reprinted from his Roman Pearls and from *On the Tibur Road* by him and Professor G. F. Whicher. The book contains charming translations, renditions and parodies of thirty-six odes of Horace and other delightful bits of verse under "Vergiliiana." The regular price of this book is \$1, plus postage. Special price to League members is eighty cents, postpaid.

Natales Sortes Vergilianae

Doctor Caro Lynn, Professor of Latin in Wheaton College, Massachusetts, has just published a beautiful birthday book, bound in blue semi-flexible cover, under the title *Natales Sortes Vergilianae*. Under each date of the year is a quotation from Vergil opposite to the day. This book is not a calendar for 1930 or 1931 alone, but is a book of perpetual and lasting worth. \$1.00 postpaid.

Vergilian Bookplate

The Vergilian bookplate is 3 x 5½ inches in size and is printed on Japan vellum paper. It offers the opportunity to commemorate this Vergilian Bi-millennial in your books in a valuable and useful way. 25 bookplates for \$1.00; 50 for \$1.50; 100 for \$2.50.

Roma: Ruinae

The League has secured a number of copies of this charming portfolio containing twenty reproductions of the most artistic photographs ever taken of Roman ruins. They are 8 x 10½ inches in size. We are fortunately able to offer them for \$1.50 per set.

Vergiliiana

A selected list of books for library exhibits, together with suggested material for exhibition labels. Contains bibliography of editions, translations, examples of Vergilian influence, interpretations, biography, criticism, etc. American Classical League Publication No. 39. 15 cents per copy; 10 for \$1.00.

Vergil and Roman Civilization

By Count D. A. Costantini, President of the International Mediterranean Research Association. An address delivered at Rome on August 8, 1930, to the members of the American Vergilian Pilgrimage and Aeneid Cruise. American Classical League Publication No. 40. 10 cents per copy; 15 for \$1.00.

Order from

AMERICAN CLASSICAL LEAGUE
Hall of Fame Terrace, University Heights
New York, N. Y.

Cicero, Caesar, Virgil, Horace on Roman Soil

Ninth Summer Session
SCHOOL OF CLASSICAL STUDIES
American Academy in Rome

July 6-August 15, 1931

The four great authors in their setting of the history, monuments, letters, and life of Rome, with excursions to the Roman sites and the Cicero and Virgil Country, based on the program of the Virgil year. For teachers and graduate students.

For details, write the Director,

DR. GRANT SHOWERMAN,
410 North Butler Street, Madison, Wisconsin.

BOOKS

A small volume entitled "Rome," written by F. S. BURNELL and published by Longmans, Green and Company, New York, has just been received by the Service Bureau. A hasty examination warrants its place on the table which bears the sign "Newer Books." A paragraph on the cover of the volume runs as follows:

"Mr. Burnell, who is a resident in Rome, directs the reader to many little-known facts and ideas suggested by the history of the ancient and medieval monuments and buildings with which the city abounds. He is a charming and discriminating guide to its countless treasures."

The book sells for \$3.00.

MATERIAL FOR DISTRIBUTION

I. In Mimeographed Form

A list of 409 items, all of which are of practical value to the Latin teacher, will be sent out free of charge to anyone who is interested in securing it. This material is lent to teachers upon payment of postage or sold except in a few cases for 5 cents.
409. Cultural Possibilities of Cicero's Orations. By Grace M. Price, Bellaire, Ohio. Contributed by the Ohio Latin Service Committee.

II. Latin Notes Supplements—A Classified List

Price 10 cents unless otherwise indicated

Content

XI. Reading content for the first two years; an analysis of some English texts containing "made" or simplified classical Latin. *Mary Breene*

Caesar

V. Twenty interesting stories about Caesar; taken from translations of classical authors

XXXII. Suetonius as a basis for visualizing the man Caesar. *Mrs. C. T. Mather*

XXXIII. Dramatic incidents in Caesar and Cicero. *Viola Marshall*

Cicero

XIII. Cicero's literary style as a basis for the study of English expression. *Francis P. Donnelly, S. J.*

XIX. Interesting notes on certain points in Cicero's First Oration against Catiline. *Professor Harry J. Leon*

XXI. The human side of Cicero as shown in his letters. *Helen Wieand Cole*

XXVII. Political questions suggested by Cicero's Orations against Catiline. *Dr. B. L. Ullman*

XXVIII. Marcus Tullius Cicero—Citizen; also Caesar, Cicero, and Pompey. *Dr. Gonzalez Lodge*

XXXIII. Dramatic incidents in Caesar and Cicero. *Viola Marshall*

XLVI. Some stories about Cicero taken from Plutarch's Life of Cicero. *Marguerite Kretschmer*

Vergil

I. English pronunciation of proper names in the Aeneid. *E. H. Sturtevant (Cooperator)*

II. Some allusions to the Aeneid in English literature

XLV. A poet of loyalties—a study of the personality of Vergil. *John A. Johnston*

XLVII. Vergil, the Prophet of Peace. *Esther Friedlander*

Junior High School Latin

XXXVI. A new Latin course for the Junior High School. *Claire Thursby*

Sight Reading and Sight Passages

- IV. Famous stories about the Romans; fifteen easy Latin narratives (with pictures) suitable for first year
XIV. Easy Latin stories, selected from English textbooks and designed for use in the second and third semesters *Louise Lammers*
XVII. Sight passages from the Caesar text (including several from the Civil War)
XVIII. More sight passages from Caesar's Gallic and Civil Wars
XLI. Cato's Distichs; excerpts from moral couplets attributed to Cato and useful for sight reading. Translated by Wayland J. Chase
XLIII. Reading Latin by the Word Order Method. *Elsie M. Smithies*

Rome and the Romans

- XII. Some material from Warde Fowler's Roman Festivals.** *Audre Mae Jones*
XV. Some stories about the Roman Forum. Illustrated. *E. Winifred Given*, 15 cents
XVI. Passages in historical novels which are descriptive of certain features of Roman life. *Mary Burgoyne*
XXXV. Excerpts from a high school publication. Features of Greek or Roman life. (*THE NUNTIUS*, Los Angeles)

Methods

- XXV. Various methods of sight reading concretely illustrated.** *Laura Woodruff*
XXXVII. Latin at the end of the fourth week. *Naomi Downer*
XXXVIII. The project method. *Mrs. Lilla Cochran*
XL. The teaching of forms and syntax in the earlier years of the high school. (A Symposium by summer students)

Equipment

- X. List of books and other equipment interesting to Latin teachers.** *T. Jennie Green (Revised)*
XXXI. A list of photographs and prints concerned with classical mythology

Clubs

- VI. Programs for classical clubs.** *Clara Radell*, 25 cents

Plays

- IX. Latin Grammar Speaks—an operetta.** *Julia Frances Wood*, 25 cents
XLII. L'Adoration des Mages (Adoratio Magorum). A Latin Mystery Play for Christmas. Contributed by *Florence Waterman*
XLIV. A Vergilian Fantasy. *Mrs. Mary Webster Kraemer*

Value of the Classics

- XX. Value of one year of Greek.** *Anna P. MacVay*
XXIII. Latin as an aid to English. *Eugene S. McCartney*
XXIV. The value of the classics in training for citizenship. *Dr. Gonzales Lodge*

Miscellaneous

- VII. A catechism for the progressive Latin teacher.** *Dr. Gonzales Lodge*

- VIII. Latin cross-word puzzles.** *Roland Kent and C. R. J. Scott*

- XXII. A list of operas whose titles are based upon classical mythology.** *Marguerite Kretschmer*

- XXVI. Technical terms in high school science with their Latin and Greek derivation.** *Dr. Gonzales Lodge*, 20 cents

- XXIX. The relationship of French to Latin.** *George W. Putnam*

- XXX. Course for the training of Latin teachers in college**

- XXXIV. The Greek that doctors speak.** *Lloyd E. Smith*

- XXXIX. Some Latinisms in English.** *Dr. Casper J. Kraemer, Jr.*

III. Bulletins

(For previous Bulletins see Leaflets I-VI containing list of Service Bureau material, and also past issues of Latin Notes.)

XXII. An account of the Vergilian Cruise. By DR. RALPH V. D. MAGOFFIN and M. JULIA BENTLEY. Price 15 cents.

NOTE: While this follows in general the form of the Bulletin prepared by the American Classical League and sold to members of the Vergilian Cruise for 50 cents, some changes have been made. The cover, for example, differs and the list of names of members has been omitted.

XXIII. Latin Poetry Passages for Comprehension at Sight. Prepared by the Latin Conference of the Private School Teachers' Association of Philadelphia and Vicinity. Edited by JOHN F. GUMMERE. Price 10 cents; 5 cents in quantities of 15 or more.

NOTE: Bulletin XIII Teaching Latin in the Junior High School, is again in printed form. Price \$1.00.